

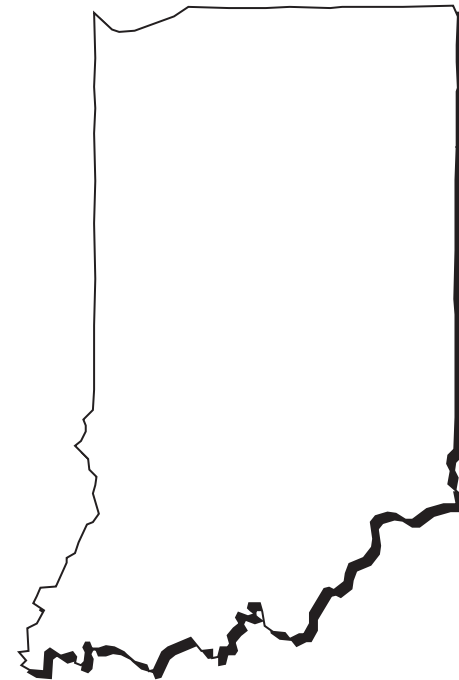
Journeys

Grade 6

©2012

correlated to the

**Indiana Academic Standards
English/Language Arts
Grade 6**



Houghton Mifflin Harcourt
Journeys ©2012
Grade 6

correlated to the

Indiana Academic Standards
English/Language Arts
Grade 6

Standard	Descriptor	Teacher Edition Citations
1. READING: Word Recognition, Fluency, and Vocabulary Development		
	<i>Decoding and Word Recognition</i>	
6.1.1	Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.	<p>Unit 1: T12, T38, T60-T61, T84, T110, T132-T133, T175, T181, T186, T208-T209, T245, T255, T260, T282-T283, T317, T325, T330, T356-T357</p> <p>Unit 2: T23, T35, T40, T62-T63, T103, T107, T112, T134-T135, T177, T186, T208-T209, T247, T253, T258, T280-T281, T317, T325, T330, T356-T357</p> <p>Unit 3: T25, T33, T38, T60-T61, T105, T109, T114, T136-T137, T171, T181, T186, T208-T209, T249, T253, T258, T282-T283, T321, T325, T328, T356-T357</p> <p>Unit 4: T23, T31, T36, T58-T59, T99, T105, T110, T132-T133, T173, T179, T184, T206-T207, T243, T253, T258, T280-T281, T321, T325, T330, T356-T357</p> <p>Unit 5: T23, T33, T38, T60-T61, T103, T107, T112, T134-T135, T175, T179, T184, T206-T207, T245, T251, T256, T278-T279, T315, T325, T330, T356-T357</p> <p>Unit 6: T21, T23, T28, T67, T69, T74, T98, T113, T115, T120, T159, T161, T166, T203, T205, T210, T241, T251, T261, T271, T281, T289, T297, T307, T317, T319, T327, T329, T337, T353, T363, T373, T383, T393</p>

Standard	Descriptor	Teacher Edition Citations
	<i>Vocabulary and Concept Development</i>	
6.1.2	Identify and interpret figurative language (including similes, comparisons that use <i>like</i> or <i>as</i> , and metaphors, implied comparisons) and words with multiple meanings. Example: Understand the different meanings of the word <i>primary</i> when used in sentences, such as the following: <i>Tom is a student at the local <u>primary</u> school. Betsy's mother decided to run for a seat on the city council but lost in the <u>primary</u> election.</i> Understand descriptive metaphors, such as <i>The city lay under a blanket of fog.</i>	Unit 1: T23, T188-T189, T216-T217 Unit 2: T114-T115, T142-T143, T175, T319 Unit 3: T99, T245, T251, T260-T261, T288-T289, T290 Unit 4: T30-T31, T32 Unit 5: T40-T41, T68-T69, T101, T169, T241, T250-T251, T252 Unit 6: T22-T23, T30-T31
6.1.3	Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing. Example: Understand foreign words that are often used in English, such as <i>enchilada</i> (Spanish), <i>lasagna</i> (Italian), and <i>delicatessen</i> (German).	Unit 4: T38-T39, T66-T67, T68
6.1.4	Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.	Unit 1: T60-T61, T132-T133, T188-T189, T208-T209, T216-T217, T218-T219, T282-T283, T331-T332, T356-T357 Unit 2: T42-T43, T62-T63, T70-T71, T72, T114-T115, T134-T135, T142-T143, T144, T208-T209, T280-T281, T356-T357 Unit 3: T60-T61, T136-T137, T208-T209, T258, T280-T281, T356-T357 Unit 4: T58-T59, T132-T133, T206-T207, T280-T281, T356-T357 Unit 5: T60-T61, T68-T69, T134-T135, T186-T187, T206-T207, T214-T215, T216-T217, T278-T279, T356-T357
6.1.5	Understand and explain slight differences in meaning in related words. Example: Explain the difference when someone is described as speaking <i>softly</i> and when someone is described as speaking <i>quietly</i> .	Unit 2: T260-T261, T288-T289, T290, T332-T333, T364-T365, T366 Unit 4: T37, T69

Standard	Descriptor	Teacher Edition Citations
2. READING: Comprehension and Analysis of Nonfiction and Informational Text		
	<i>Structural Features of Informational and Technical Materials</i>	
6.2.1	Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information. Example: Do a keyword search on the Internet to find information for a research report. Use the section headers for a newspaper to locate information for a report on current world events.	Unit 1: T34, T106, T157, T182, T183, T256, T326 Unit 2: T36, T108, T182, T183, T254, T255, T326, T327 Unit 3: T34, T108-T109, T110, T182, T183, T254, T255, T310-T311, T323, T327 Unit 4: T104-T105, T106, T107, T180, T181, T254, T255, T326 Unit 5: T34, T108, T180, T252, T326 Unit 6: T194-T195
6.2.2	Analyze text that uses a compare-and-contrast organizational pattern. Example: Read a section in an English textbook that describes the difference between similes and metaphors. Evaluate how well the organization of the text serves the reader's comprehension.	Unit 2: T304-T305, T310-T311, T314-T322, T328-T329, T358-T359 Unit 4: T20-T28, T34-T35, T60-T61, T62-T65
	<i>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</i>	
6.2.3	Connect and clarify main ideas by identifying their relationships to multiple sources and related topics. Example: Read about another culture in a magazine such as <i>Cricket</i> or <i>National Geographic</i> . Then, compare what was learned to descriptions of other peoples and cultures in other reading sources.	Unit 1: T23, T35, T42, T107, T114, T183, T190, T257, T264, T327, T334 Unit 2: T37, T44, T109, T116, T183, T190, T255, T262, T327, T334 Unit 3: T35, T42, T111, T118, T183, T190, T255, T262, T321, T327, T334 Unit 4: T33, T40, T107, T114, T181, T188, T255, T262, T327, T334 Unit 5: T35, T42, T109, T116, T181, T188, T253, T260, T327, T334 Unit 6: T17, T32, T78, T113, T115, T124, T153, T170, T205, T214, T240, T250, T260, T270, T280, T296, T306, T316, T326, T336, T352, T362, T372, T382, T392

Standard	Descriptor	Teacher Edition Citations
6.2.4	Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports. Example: Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read. Read an informational book and summarize the main ideas.	Unit 1: T91, T95, T97, T107, T134, T136, T163, T184-T185, T212-T215, T247, T249, T286, T312, T314, T323, T358, T359, T360-T363 Unit 2: T66-T69, T138, T141, T169, T176, T184, T185, T210, T211, T212-T215, T284, T287, T360-T363, T366 Unit 3: T62, T63, T64-T67, T183, T240, T20, T25, T26 Unit 4: T34, T35, T41, T60-T61, T62, T65, T68, T88, T90, T136, T139, T210-T213, T236, T238, T282, T284, T312, T360-T363 Unit 5: T64-T67, T92, T138-T139, T117, T210-T213, T282-T285, T360-T363
6.2.5	Follow multiple-step instructions for preparing applications. Example: Follow directions to fill out an application for a public library card, a bank savings account, or a membership to a boys' or girls' club, soccer league, YMCA or YWCA, or another extra-curricular organization.	N/A
	<i>Expository (Informational) Critique</i>	
6.2.6	Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences. Example: In reading <i>Amelia Earhart: Courage in the Sky</i> by Mona Kerby or <i>Charles Lindbergh and The Spirit of St. Louis</i> by Zachary Kent, note the author's opinions and conclusions. Decide if they are adequately supported by the facts that the author presents.	Unit 2: T92-T93, T100, T102, T104, T136-T137, T144 Unit 4: T263 Unit 6: T148-T149, T156-T157
6.2.7	Make reasonable statements and conclusions about a text, supporting them with evidence from the text. Example: Describe Leonardo da Vinci's greatest achievements, after reading <i>Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance</i> by Francesca Romei.	Unit 1: T96-T97, T102 Unit 2: T98, T254, T316, T318, T320 Unit 3: T34, T170, T174 Unit 4: T24, T96, T98, T240, T244, T248, T314, T316, T318, T326 Unit 5: T85, T90-T91, T94, T96, T98, T100, T104, T110-T111, T136-T137, T144, T240, T246, T316, T320 Unit 6: T18, T53, T56-T57, T66, T70, T158, T191, T200, T202

Standard	Descriptor	Teacher Edition Citations
6.2.8	Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something. Example: After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, describe the ways each author tries to persuade the reader.	Unit 2: T34-T36, T87, T92-T93, T100, T102, T104, T110-T111, T136-T137, T139-T141, T144 Unit 4: T263 Unit 6: T145, T148-T149, T152, T156-T157
6.2.9	Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).	Unit 2: T110-T111 Unit 4: T263 Unit 6: T157
3. READING: Comprehension and Analysis of Literary Text		
	<i>Structural Features of Literature</i>	
6.3.1	Identify different types (genres) of fiction and describe the major characteristics of each form. Example: Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.	Unit 1: T20, T92, T164, T240, T314 Unit 2: T20, T166, T240 Unit 3: T20, T92, T168, T240, T324 Unit 4: T164 Unit 5: T20, T166, T178, T324 Unit 6: T20, T58, T104
	<i>Analysis of Grade-Level-Appropriate Literary Text</i>	
6.3.2	Analyze the effect of the qualities of the character on the plot and the resolution of the conflict. Example: Analyze how a character's qualities impact the plot's resolution of conflict, such as in <i>Journey to the Center of the Earth</i> by Jules Verne, when the character Professor Lidenbrock deals with a psychological as well as physical quest as he faces the unknown.	Unit 1: T240, T247, T248, T251, T258-T259, T284-T285, T287, T288-T289 Unit 3: T90-T91, T100, T112-T113, T138-T139, T140-T141, T142-T143 Unit 4: T156, T162-T163, T170, T172, T175, T176, T182-T183, T208-T209, T211, T212-T213, T216
6.3.3	Analyze the influence of the setting on the problem and its resolution. Example: Recognize the influence of the settings in a book, such as the role of the North and South in the book <i>The Watsons Go to Birmingham — 1963</i> by Christopher Paul Curtis, in which an African-American family from Michigan goes to visit relatives in Alabama in the summer of 1963.	Unit 1: T233, T238-T239, T240, T244, T247-T251, T284, T286 Unit 3: T90-T91, T98, T103, T112-T113, T138-T139, T140-T141, T142-T143 Unit 4: T157, T163-T164, T182-T183, T208, T211, T212-T213, T216

Standard	Descriptor	Teacher Edition Citations
6.3.4	Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <i>wild and woolly</i> or <i>threatening throngs</i>), and rhyme. Example: Describe the features of a poem, such as “Mother to Son” by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, and metaphorical language.	Unit 1: T104-T106 Unit 2: T324-T326 Unit 3: T180-T182 Unit 4: T30-T32, T33 Unit 5: T250-T252 Unit 6: T22-T23
6.3.5	Identify the speaker and recognize the difference between first-person (the narrator tells the story from the “I” perspective) and third-person (the narrator tells the story from an outside perspective) narration. Example: Read books such as <i>Bearstone</i> by Will Hobbs or <i>The Prince and the Pauper</i> by Mark Twain to compare the perspective of a first-person versus a third-person narrator.	Unit 1: T101 Unit 4: T28 Unit 6: T259, T315, T371
6.3.6	Identify and analyze features of themes conveyed through characters, actions, and images. Example: Analyze the way a theme is developed throughout a book, such as the theme of loyalty as exhibited by the trio of characters in <i>The Three Musketeers</i> by Alexander Dumas.	Unit 3: T238, T250 Unit 6: T115, T170
6.3.7	Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.	
•	Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace	Unit 2: T25, T28 Unit 5: T250-T251, T252-T253
•	Imagery: the use of language to create vivid pictures in the reader’s mind	Unit 3: T23 Unit 4: T30-T31, T32
•	Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i> .	Unit 2: T175 Unit 5: T169, T241
6.3.9	Identify the main problem or conflict of the plot and explain how it is resolved.	Unit 1: T238-T239T247, T248-T249, T251, T284, T286 Unit 3: T94-T97, T99, T100-T101, T140, T142 Unit 4: T162-T163, T168, T172, T175, T180, T182-T183, T209, T210

Standard	Descriptor	Teacher Edition Citations
	<i>Literary Criticism</i>	
6.3.8	Critique the believability of characters and the degree to which a plot is believable or realistic. Example: Read myths such as <i>Jason and the Argonauts</i> and discuss the believability of the characters and plots as compared to realistic fiction.	Unit 1: T36-T37, T67 Unit 3: T36-T37, T63, T70, T92 Unit 4: T166, T170, T174 Unit 6: T102-T103
4. WRITING: Processes and Features		
	<i>Organization and Focus</i>	
6.4.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	Unit 1: T35, T107, T115, T123, T191, T265, T273, T335 Unit 2: T45, T183, T255, T327 Unit 3: T35, T50-T54, T111, T126-T129, T179, T33 Unit 4: T271 Unit 5: T327, T269 Unit 6: T131
6.4.2	Choose the form of writing that best suits the intended purpose.	Unit 1: T52, T124, T200, T273, T342 Unit 2: T54, T125-T126, T200, T251, T270, T342-T344 Unit 3: T52, T111, T128, T198-T200, T270 Unit 4: T48-T50, T122-T124, T198, T271, T342 Unit 5: T35, T50-T52, T125-T126, T198, T270, T344 Unit 6: T40, T86, T132, T178, T221
6.4.3	Write informational pieces of several paragraphs that: <ul style="list-style-type: none"> • engage the interest of the reader. • state a clear purpose. • develop the topic with supporting details and precise language. • conclude with a detailed summary linked to the purpose of the composition. 	Unit 2: T52-T55, T124-T127, T198-T201, T342-T345 Unit 4: T48, T342-T345 Unit 5: T50-T53, T124-T127, T196-T199, T268-T271, T342, T343 Unit 6: T26, T27, T38, T72, T164, T220-T223, T394

Standard	Descriptor	Teacher Edition Citations
6.4.4	Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.	Unit 1: T52, T124, T200, T273, T342 Unit 2: T54, T125-T126, T200, T251, T270, T342-T344 Unit 3: T52, T111, T128, T198-T200, T270 Unit 4: T48-T50, T122-T124, T198, T271, T342 Unit 5: T35, T50-T52, T125-T126, T198, T270, T344 Unit 6: T40, T86, T132, T178, T221
	<i>Research Process and Technology</i>	
6.4.5	Use note-taking skills when completing research for writing.	Unit 2: T326 Unit 3: T263, T326, T335 Unit 4: T115, T335 Unit 5: T43, T117, T189 Unit 6: T177
6.4.6	Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.	Unit 1: T106, T182, T256, T326, T327 Unit 2: T36, T108-T109, T182-T183, T254-T255, T327 Unit 3: T34, T111, T183 Unit 4: T32-T33, T106-T107, T180-T181, T189, T254-T255, T263 Unit 5: T34-T35, T109, T327
6.4.7	Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.	Unit 1: T43 Unit 3: T335 Unit 6: T215
	<i>Evaluation and Revision</i>	
6.4.8	Review, evaluate, and revise writing for meaning and clarity.	Unit 1: T52-T53, T124-T125, T200-T201, T344-T345 Unit 2: T54-T55, T126-T127, T200-T201, T344-T345 Unit 3: T52-T53, T128-T129, T200-T201, T273, T344-T345 Unit 4: T50-T51, T124-T125, T198-T199, T273, T344-T345 Unit 5: T52-T53, T126-T127, T198-T199, T271, T344-T345 Unit 6: T40-T41, T222-T223

Standard	Descriptor	Teacher Edition Citations
6.4.9	Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	Unit 1: T46-T48, T52, T118-T120, T124-T125, T194-T196, T200-T201, T268-T270, T338-T340, T344-T345 Unit 2: T48-T50, T54-T55, T120-T122, T126-T127, T194-T196, T200-T201, T266-T268, T273, T338-T340, T344-T345 Unit 3: T46-T48, T52-T53, T122-T124, T128-T129, T194-T196, T200-T201, T266-T268, T273, T338-T340, T344-T345 Unit 4: T44-T46, T50-T51, T118-T120, T124-T125, T192-T194, T198-T199, T266-T268, T273, T338-T340, T344-T345 Unit 5: T46-T48, T52-T53, T120-T122, T126-T127, T192-T194, T198-T199, T264-T266, T271, T338-T340, T344-T345 Unit 6: T35, T37, T40-T41, T81, T86-T87, T127, T132-T133, T173, T175, T179, T217, T219, T222-T223
6.4.10	Revise writing to improve the organization and consistency of ideas within and between paragraphs.	Unit 1: T52-T53, T124-T125, T200-T201, T344-T345 Unit 2: T54-T55, T126-T127, T200-T201, T344-T345 Unit 3: T52-T53, T128-T129, T200-T201, T273, T344-T345 Unit 4: T50-T51, T124-T125, T198-T199, T273, T344-T345 Unit 5: T52-T53, T126-T127, T198-T199, T271, T344-T345 Unit 6: T40-T41, T222-T223
5. WRITING: Applications (Different Types of Writing and Their Characteristics)		
6.5.1	Write narratives that: <ul style="list-style-type: none"> • establish and develop a plot and setting and present a point of view that is appropriate to the stories. • include sensory details and clear language to develop plot and character. • use a range of narrative devices, such as dialogue or suspense. Example: Write a short play that could be presented to the class. Rewrite a short story that was read in class, telling the story from another point of view.	Unit 1: T50-T53, T122-T125, T272-T275, T342-T345 Unit 2: T37 Unit 3: T126-T129, T198-T201, T270-T273, T342-T345 Unit 5: T50-T53 Unit 6: T118-T119, T208-T209

Standard	Descriptor	Teacher Edition Citations
6.5.2	<p>Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</p> <ul style="list-style-type: none"> • state the thesis (position on the topic) or purpose. • explain the situation. • organize the composition clearly. • offer evidence to support arguments and conclusions. <p>Example: Write successive drafts of a one- or two-page newspaper article about summer sports camps, including details to support the main topic and allow the reader to compare and contrast the different camps described.</p>	<p>Unit 1: T198-T201 Unit 2: T52-T55 Unit 3: T50-T53, T270-T273, T342-T345 Unit 4: T48-T51, T122-T125, T196-T199, T270-T273, T342-T345 Unit 5: T124-T125 Unit 6: T26-T27, T72-T73, T84-T87, T118-T119</p>
6.5.4	<p>Write responses to literature that:</p> <ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. • organize the interpretation around several clear ideas. • support statements with evidence from the text. <p>Example: After reading some Grimm fairy tales and folktales from other countries, such as Japan, Russia, India, and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.</p>	<p>Unit 2: T198-T201, T270-T273, T342-T345</p>
6.5.5	<p>Write persuasive compositions that:</p> <ul style="list-style-type: none"> • state a clear position on a proposition or proposal. • support the position with organized and relevant evidence and effective emotional appeals. • anticipate and address reader concerns and counterarguments. <p>Example: Write a persuasive essay on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described. Create an advertisement for a product to try to convince readers to buy the product.</p>	<p>Unit 5: T50-T53, T196-T199, T268-T271, T342-T345 Unit 6: T164-T165</p>

Standard	Descriptor	Teacher Edition Citations
6.5.6	Use varied word choices to make writing interesting. Example: Write stories, reports, and letters showing a variety of word choices. (Use <i>delicious</i> instead of <i>good</i> , <i>overcoat</i> or <i>parka</i> instead of <i>coat</i> .)	Unit 1: T199-T200, T343-T344 Unit 3: T51-T52 Unit 5: T125-T126, T343-T344 Unit 6: T39-T40
6.5.7	Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary. Example: Write a review of a favorite book or film for a classroom writers' workshop. Use clear organization and careful word choices to help the readers of the review decide if they might be interested in reading the book or viewing the film.	Unit 3: T198-T201 Unit 6: T84-T87, T130-T133, T176-T179, T220-T223
6.5.8	Write summaries that contain the main ideas of the reading selection and the most significant details.	Unit 2: T124-T126
	<i>Research Application</i>	
6.5.3	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: <ul style="list-style-type: none"> • uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations. • demonstrates that information that has been gathered has been summarized. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited). Example: After completing library or Internet research, present an oral report to the class on the development and achievements of the Roman Republic or the rise and expansion of the Roman Empire. Include how the accomplishments and language of the Romans still affect us today.	Unit 1: T43 Unit 2: T335, T191 Unit 4: T335 Unit 5: T189, T261, T335 Unit 6: T176-T179, T220-T223, T394

Standard	Descriptor	Teacher Edition Citations
6. WRITING: English Language Conventions		
	<i>Sentence Structure</i>	
6.6.1	Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.	Unit 1: T196 Unit 2: T194-T197, T266-T269, T338-T341, T367
6.6.6	Identify and correctly use prepositional phrases (<i>for school</i> or <i>In the beginning</i>), appositives (<i>We played the Cougars, <u>the team from Newport</u></i>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence). <ul style="list-style-type: none"> We began our canoe trip <u>on the White River</u> (prepositional phrase) <u>when it stopped raining</u> (subordinate clause). <u>Famous for their first flight at Kitty Hawk</u> (appositive), the Wright brothers are legendary in aviation (main clause). 	Unit 1: T269, T271 Unit 2: T266-T269 Unit 4: T266-T269, T338-T341
	<i>Grammar</i>	
6.6.2	Identify and properly use indefinite pronouns (<i>all, another, both, each, either, few, many, none, one, other, several, some</i>), present perfect (<i>have been, has been</i>), past perfect (<i>had been</i>), and future perfect verb tenses (<i>shall have been</i>); ensure that verbs agree with compound subjects. <ul style="list-style-type: none"> Indefinite pronouns: <u>Each</u> should do his or her work. Indefinite pronouns: <u>Many</u> were absent today. Correct verb agreement: Todd and Amanda <u>were</u> chosen to star in the play. Incorrect verb agreement: Todd and Amanda <u>was</u> chosen to star in the play. 	Unit 3: T195-T197, T266-T269, T291 Unit 4: T118, T120-T121
	<i>Punctuation</i>	
6.6.3	Use colons after the salutation (greeting) in business letters (<i>Dear Sir:</i>), semicolons to connect main clauses (<i>The girl went to school; her brother stayed home.</i>), and commas before the conjunction in compound sentences (<i>We worked all day, but we didn't complete the project.</i>).	Unit 2: T195-T197, T268-T269, T339 Unit 5: T120-T122 Unit 6: T218-T219, T128-T129, T174

Standard	Descriptor	Teacher Edition Citations
	<i>Capitalization</i>	
6.6.4	Use correct capitalization.	Unit 1: T268-T271 Unit 5: T339-T341 Unit 6: T36-T37
	<i>Spelling</i>	
6.6.5	Spell correctly frequently misspelled words (<i>their/they're/there, loose/lose/loss, choose/chose, through/threw</i>).	Unit 6: T216-T217
7. LISTENING AND SPEAKING: Skills, Strategies, and Applications		
	<i>Comprehension</i>	
6.7.1	Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).	Unit 1: T115, T265 Unit 2: T45 Unit 6: T79
6.7.2	Identify the tone, mood, and emotion conveyed in the oral communication.	Unit 1: T115, T265 Unit 2: T335 Unit 3: T335 Unit 4: T114 Unit 5: T117
6.7.3	Restate and carry out multiple-step oral instructions and directions.	Unit 1: T335
6.7.15	Ask questions that seek information not already discussed.	Unit 1: T265 Unit 2: T45 Unit 3: T43, T191 Unit 5: T335

Standard	Descriptor	Teacher Edition Citations
	<i>Organization and Delivery of Oral Communication</i>	
6.7.4	Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.	Unit 1: T335 Unit 2: T117 Unit 3: T335 Unit 4: T41 Unit 5: T117, T261 Unit 6: T215
6.7.5	Emphasize important points to assist the listener in following the main ideas and concepts.	Unit 2: T117, T335 Unit 3: T335 Unit 5: T261 Unit 6: T215
6.7.6	Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.	Unit 2: T263 Unit 5: T117, T261 Unit 6: T125, T215
6.7.7	Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.	Unit 3: T107 Unit 6: T215
	<i>Analysis and Evaluation of Oral and Media Communications</i>	
6.7.8	Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>), for intent and effect.	Unit 2: T335
6.7.9	Identify persuasive and propaganda techniques (such as the use of words or images that appeal to emotions or an unsupported premise) used in electronic media (television, radio, online sources) and identify false and misleading information.	Unit 3: T191 Unit 4: T115 Unit 5: T261
6.7.16	Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.	Unit 2: T45, T263 Unit 3: T191 Unit 4: T114, T263 Unit 5: T261

Standard	Descriptor	Teacher Edition Citations
	<i>Speaking Applications</i>	
6.7.10	Deliver narrative presentations that: <ul style="list-style-type: none"> • establish a context, plot, and point of view. • include sensory details and specific language to develop the plot and character. • use a range of narrative (story) devices, including dialogue, tension, or suspense. 	Unit 4: T189
6.7.17	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Unit 2: T109 Unit 4: T189, T255 Unit 5: T189
6.7.11	Deliver informative presentations that: <ul style="list-style-type: none"> • pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. • develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. 	Unit 5: T43, T253, T327, T335 Unit 6: T215
6.7.12	Deliver oral responses to literature that: <ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. • organize the presentation around several clear ideas, premises, or images. • develop and justify the interpretation through the use of examples from the text. 	Unit 2: T37 Unit 4: T41
6.7.13	Deliver persuasive presentations that: <ul style="list-style-type: none"> • provide a clear statement of the position. • include relevant evidence. • offer a logical sequence of information. • engage the listener and try to gain acceptance of the proposition or proposal. 	Unit 2: T37, T263 Unit 5: T117, T261 Unit 6: T125

Standard	Descriptor	Teacher Edition Citations
6.7.14	Deliver presentations on problems and solutions that: <ul style="list-style-type: none"> • theorize on the causes and effects of each problem. • establish connections between the defined problem and at least one solution. • offer persuasive evidence to support the definition of the problem and the proposed solutions. 	Unit 2: T263 Unit 5: T261 Unit 6: T125